DOCUMENT RESUME

ED 189 342 CE 025 711

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TITLE Project: Strategies for Sex Fairness. Recognizing My Fair and Unfair Behavior.
INSTITUTION Kansas State Univ., Manhattan. Coll. of Education.
SPONS AGENCY Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
NOTE 20p.; Not available in paper copy due to colored paper. For related documents see CE 025 705-706 (student instructional packets); CE 025 707-717 and CE 025 719-722 (inservice packets); and CE 025 729 (outreach packet). Not all packets in this series are in ERIC: for full listing available from the publisher see any packet.
AVAILABLE FROM Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Inservice Teacher Education; Lesson Plans; Postsecondary Education; Secondary Education; Self Evaluation (Individuals); *Sex Bias; *Sex Discrimination; *Sex Fairness

ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate thought about the differences between sex discrimination and sex bias and to encourage school personnel to examine and evaluate their own attitudes and behavior for sex fairness as they work with young people. The lesson plan provides opportunity for group discussion and exchange of ideas. Contents include a leader's script (material to be presented), three handout masters, and a class discussion guide (one of which is a self-evaluation sheet on sex-fair behavior). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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ED189342

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

RECOGNIZING MY FAIR AND UNFAIR BEHAVIOR

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CE 025 711

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

This in-service packet is intended to stimulate thought about the differences between sex discrimination and sex bias and to encourage school personnel to examine and evaluate their own attitudes and behavior for sex-fairness as they work with young people. Opportunities are provided for group discussion and exchange of ideas.

The packet may be used alone, in combination with other packets, or to supplement other in-service activities. Its effectiveness will be determined in part by the response and participation of your group.

You will find included in this packet:

1. A Leader's script. This script has action guide notations in the right-hand column.

2. Three handout masters:

   . Distinguish between Sex Discrimination and Sex Bias

   . Self-Evaluation for Sex-Fair Behavior

   . What Would You Do?

   Copies of these handouts for distribution can be made by using any copying machine or by using a Thermafax machine to make a ditto master.

A suggested general format for this in-service unit is:

1. Before the presentation, the presentor should

   a. become familiar with the script by pre-reading, making modifications to fit your audience or speaking style.

   b. prepare enough copies of the three handouts for distribution to members of the audience

2. The presentor reads the Leader's script to the group, incorporating the action guide notations in the right-hand column when appropriate.

3. The presentor encourages and guides general discussion where indicated in the Leader's script.

Let me tell you a little bit about two students in our public schools:

Chris is a ninth-grader--soft-spoken, polite, noticeably taller and slimmer than other classmates. Chris is a gifted student, particularly interested in words and their uses, adept at writing poetry and framing puns and other word jokes. Chris is not limited in abilities, though, as demonstrated by excellent work in math and science. Chris is agile and quick physically, with a high level of manual dexterity; but in P.E. class, Chris prefers to avoid contact sports because of a dislike for participating in sports which seem to encourage "hurting other people." With a good sense of humor and a sensitivity to other people's feelings, Chris is popular with peers and teachers alike.

Les is a senior in high school, and popular with peers, though sometimes in trouble with teachers for "mouthing off." Something of a jock, Les likes track, swimming, skiing, and basketball. Les has worked part-time for several years, and is saving for a car. Elective courses in school are heavily weighted toward business and management; aptitude tests and interest inventories indicate that these are a good choice. Quick to anger, Les often has an abrasive effect on other people; but the anger cools quickly, and people forgive Les because of other likable qualities.

One of these students is a boy and one is a girl. Judging solely from the thumbnail sketches you've just heard, which do you think is which? Let's take a quick vote, just your off-the-cuff reaction to what you have heard about them.

(FOR THE FOLLOWING, TAKE A QUICK COUNT FOR EACH RESPONSE AND WRITE THE NUMBERS ON A BLACKBOARD.)

For Chris: how many think Chris is a boy? Raise your hands. --A girl?

For Les: how many think Les is a boy? Raise your hands. --A girl? What, if anything, in the brief amount of information given you, caused you to respond as you did? Let's talk about it for a few minutes.

(LEAD DISCUSSION AS TO WHAT CLUES CAUSED MEMBERS OF THE AUDIENCE TO RESPOND AS THEY DID.)

Actually, Chris and Les are brother and sister. Those aren't their real names, of course; unisex names were assigned so as not to reveal their sex immediately. Chris is the younger brother and Les is the older sister. A few years ago, there would have been little doubt in anyone's mind that those qualities mentioned for Chris were "girlish" traits, and those listed for Les were "boyish." Maybe we haven't come a long way, baby, but we have made some progress in sex-fair thinking--enough to realize that the traits and interests mentioned in both cases are human qualities which all people share to greater or lesser degrees.

If you truly felt that you couldn't hold up your hand to label either student as girl or boy, you are doing well in thinking fairly about the sexes. If, on the other hand, and being perfectly honest with yourself, you found that your gut reaction was to think "girl" for Chris and "boy" for Les, then perhaps your appendix is showing! You know what an appendix is--it's that vestigial growth deep inside human beings which serves no obvious good and useful purpose, but which can cause a lot of trouble, even pain. When you stop to think about it, that is also a pretty good definition of sex biases!

There's good reason to distinguish between sex discrimination and sex bias--and it is closely related to the difference between a negative and a positive viewpoint. This handout ---***--- serves to clarify what is meant by that statement.

*** Distribute Handout #1: "Distinguish Between Sex Discrimination and Sex Bias"

Now, as public school personnel, we all know what sex discimination is. Out and out discrimination is akin to sins of commission--that is,

you really have to go out of your way to discriminate. Today we aren't dealing with discrimination. If any of us, at this point under the Title IX mandates, were guilty of sexual discrimination, we'd more likely be in court or sitting home unemployed, instead of gathered here for an in-service session. Furthermore, aiming at sex-fairness in our public schools by attacking discrimination is like applying band-aid therapy.

A better way to go is trying to understand biases--that is more like preventive medicime, getting down to identifying and diagnosing symptoms in order to effect a cure. Like medical symptoms, sex biases can be subtle and insidious. Biased attitudes toward the sexes are more akin to sins of omission; they creep up on you when you aren't looking and possibly aren't even aware of them in yourself. You don't have to work at being sex-biased. All it takes is to be a product of your own past. All of us grew up in a double-standard culture, unaware that there was anything wrong with it at all.

Well, perhaps that statement isn't quite accurate. Many of the women present today may have wondered as kids why they were supposed to play with dolls and stay clean and sweet-smelling when they'd rather have been sweating it out on the sand-lot with the guys. And they may have wondered later on why it was such a "male" task to carry out the garbage, when mopping floors and running vacuum cleaners was so much harder physically. Plenty of men, too, must have wondered as boys why they had to be protective and polite to the girl who broke the model they'd taken hours to build and then kicked them in the shins when they got angry; why not just belt the kid a good one, as they were encouraged to do if another boy were destructive or aggressive? And they may have wondered later on why it was they who had to grow ulcers and risk heart attacks to provide a good living for the wife and kids, who were free to

come and go and criticize the old man pretty much as they pleased.

Let's say, then, that most of us grew up accepting that such was the normal order of things, whether we liked it or not. With our acceptance of life as it had customarily been lived, we reinforced and passed on our culture's stereotyped views about what was appropriate for women and what was appropriate for men--in appearance, behavior, abilities, expectations, and aspirations. Maybe we all grew up believing too implicitly in fairy tales, with the strong, handsome prince setting off through a series of adventures to find the beautiful, dainty princess, whose life had been spent in a holding pattern until the moment of mutual discovery. The trouble with fairy tales is that they stop too soon, with "--and they lived happily ever after." I challenge you to find any fairy tale that even hints that the happy couple can't make ends meet financially on one salary, or what happend to the princess who spent her youth just waiting for the prince if he should die and leave her to support herself and the children, or what happens to the prince when they can't make their marriage work and he ends up faced with doing his own household chores as well as holding down a full-time job.

Let's not get so carried away that we say, "Down with fairy tales," any more than we would say, "Let's go unisex." Neither would be possible even if it were desirable--and neither is desirable. Everyone needs acceptance, approval, and the mutual respect of both sexes, as well as hopes, desires, dreams, and aspirations. Any attempts to destroy them would be cruel and damaging.

Instead, let's re-evaluate the relationship between the sexes as a relationship between human beings; and let's re-write the fairy-tales to include productive, attainable life goals beyond their "happily ever

after" endings. We in public education are in a unique position to help alter the socialization process of our youth, as they are entrusted to our keeping for their most formative, impressionable years. The messages they receive from us can do much to mold their self-concepts and to influence their planning for the future.

Perhaps the greatest good we can do for young people is 1) to encourage them--by our teaching methods and attitudes as much as by the subject matter we transmit--to be all they can be as individual human beings, regardless of their sex; and 2) to open their eyes to the expanding options available to them as they prepare for their future roles as caring, productive, responsible, self-supporting members of society. We can't do this if we are hampered by sex biases of our own. We are the gap-bridgers between their youth and adulthood. Like bowls of jello, they are in the process of "setting;" and we can have a lot to do with the way they come out of the mold! Whether we are aware of it or not, our own pre-learned biases can affect the shaping process.

So it's a good idea to do some self-evaluation from time to time to see where we stand in terms of our own sex-fair behavior. ---***--- Take a few minutes to read the ten statements on this self-evaluation form and mark each one yes or no.

*** Distribute Handout #2: "Self Evaluation for Sex-Fair Behavior"

(ALLOW 5-10 MINUTES FOR THIS ACTIVITY.)

Give yourself 10% for each NO response. If you score 70% or better, you are well on the way to attaining the goal of sex-fairness in your treatment of students and in shaking off old sexual stereotypes in your thinking.

Let's say that you are doing a pretty good job at <u>thinking</u> in a sex-fair manner. You are monitoring yourself and trying to say the right things. If you comment on Joan's new skirt, you compliment Jim on his new shirt. If Ann does as well as Bruce at cutting up a frog,

you don't praise her more than you do him, but congratulate them both on their good work. If there is classroom clean-up to be done, you avoid assigning tasks on the basis of sex (such as boys always doing the lifting and carrying, girls doing the sweeping and message delivering.)

Are you doing an equally careful job with your body language? Maybe you've heard the song (an oldie) with lyrics: "Her lips tell me no-no, but there's yes-yes in her eyes." In other words, we may be saying the right things, but negating their message by our gestures or actions.

(GIVE AN OPPORTUNITY FOR GROUP DISCUSSION OF THE MESSAGE CONVEYED IN EACH OF THE FOLLOWING INSTANCES, BEFORE READING THE WORDS IN PARENTHESES.)

1. Do you pat-pat a girl gently on the back when you tell her "Congratulations. Good work," when you would instead grasp a boy by the shoulder? (If so, this difference conveys a hint of condescension to the girl, but friendly cameraderie to the boy.)

2. Do you stand very close or bend over a student of your own sex, but keep distance between you and a student of the other sex? (This difference in behavior suggests that you are strongly aware of the sex difference--maybe don't want to appear as though you're "coming on" to a student.)

3. Do your eyebrows seem to go up of their own accord if a boy says he's interested in ballet or interior decoration? (No matter what your lips say, your eyebrows are signaling that you consider his interest inappropriate.)

4. Is there a smile tugging at the corners of your mouth when a girl confides to you that her career goal is to be a sports commentator or a crane operator? (If so, you are signaling, "Oh, you sweet little thing. How cute!")

5. If Sue is struggling with a math problem at the board, do you automatically send up a boy to help? Or if Al slops water as he tends plants in your classroom, do you send a girl to replace him? (Such action is a dead giveaway that you consider boys better at some kinds of tasks and girls better at others.)

Consider further how body language is used by students as you observe them daily. Certain stances, movements, and gestures are learned as appropriate to one sex or the other during our socialization process and are observed and picked up as a sort of shorthand code, without a word being said. Many girls who are entering the non-traditional world of business and management have the brains and book-learning to succeed, but they have never learned the "message system" that operates among men in that setting. They are still suffering from what Amanda Smith * identifies as the "Ankles Crossed and Hands Folded" syndrome. That is, they've been conditioned all their lives to be submissive, self-demeaning, somewhat apologetic and deferential about expressing opinions in the company of men--even when they are right, and know it!

Conversely, boys grow up brainwashed to believe that the way to project self-assurance and a successful image in the work world is to swagger a little, maintain direct and steady eye contact, shake hands and back-slap a lot. Much of this body-language behavior masks feelings of

*See reference #2 on Resources page

uncertainty or insecurity that society has told them they mustn't ever show if they want to get ahead. Some of the feeling that men express of being threatened somehow as women invade "male territory" has been attributed to the fact that men haven't really come to grips with being comfortable with <u>each other</u>; the sense of competition and jockeying for position has been a false lesson too well ingrained.

Both sexes could learn a great deal from each other's methods. And our job of establishing sex fairness is not complete unless we make students aware of these covert levels of behavior which have great bearing on their ability to get along in a working relationship with both sexes. Women need to know that the tyranny of tears is not effective in a career situation; men need to know that aggressiveness may hinder more than help them in the world of work. Both sexes need to know that traits previously considered masculine or feminine can be integrated into a well-rounded human and humane personality: assertiveness (not to be confused with aggression), free and open communication, courtesy, sensitivity, patience, open-mindedness, sharing.

In our quest to find different, more valid answers to the basic questions --"What is a man?" "What is a woman?"-- our primary goal is to see how minimal are their differences and to maximize their similarities as human beings facing a shared world in which they need to be prepared to cope with common problems -- <u>without</u>, in our zeal, losing our appreciation for the preciousness of sexual identity.

Amanda Smith sums it up well when she proposes that we think in terms of these new definitions:*

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*Page 22 of #2, Resources page

A REAL MAN: A strong, caring, mature adult who likes being male.

A REAL WOMAN: A strong, caring, mature adult who likes being female.

All of us are most female or most male when we are most successful at whatever we are good at.

Keeping in mind all that we've discussed today, let's see how you'd handle these situations. ---***--- They aren't easy, and there's no one set of right answers. For those very reasons, your responses will provide some good clues as to how far you have come in overcoming the barriers of sexual stereotyping.

*** Distribute Handout #3: "What Would You Do?"

(ALLOW AT LEAST 15-20 MINUTES FOR THIS ACTIVITY. THEN LEAD GROUP DISCUSSION. IF YOUR AUDIENCE IS LARGE, YOU MAY WISH TO DIVIDE THEM INTO SMALLER GROUPS. ENCOURAGE EXCHANGE OF DIFFERING VIEWS, AND ESPECIALLY THE FREEDOM TO REVEAL WHAT SOME MAY PERCEIVE AS EXAMPLES OF SEX UNFAIRNESS THEY HAVE DISCOVERED IN THEMSELVES.)

RESOURCES

The following materials were surveyed in the preparation of this in-service packet:

1. Reducing Career Barriers Resulting from Sex Role Stereotyping; a Self-Intervention Manual for School Personnel. Ohio Department of Education, Division of Guidance and Testing; 65 South Front Street, Columbus, Ohio 43215.

*2. New Pioneers; Seminar Leader's Handbook, Amanda J. Smith, Director, et al. The North Carolina Program to Expand Sex Roles through Elementary and Secondary Education. Division of Equal Education, North Carolina Department of Public Instruction; Raleigh, North Carolina. August, 1978.

*This remarkable handbook takes a sensible and balanced approach to the issue of establishing sex-fair practices in public education. A clear voice of reason, lightened with a sense of humor, Amanda Smith should be required reading for all who are interested in this subject--particularly those who have been "turned off" by extremists.

3. Implementing Title IX and Attaining Sex Equity; Application Materials for Counselors. ERIC report ED 155 506. Council of Chief State School Officers; Suite 701/1201 16th Street N.W., Washington, D.C. 20036. September, 1977.

4. Workshop in Providing Equal Career Opportunities, Donna Cubit-Swoyer. ERIC report ED 740 061. Curriculum Laboratory, Vocational-Technical Education Department, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey. June, 1977.

HANDOUT MASTERS

Handout #1

DISTINGUISH BETWEEN SEX DISCRIMINATION AND SEX BIAS

Attacking Discrimination (Negative Viewpoint)	Understanding Bias (Positive Viewpoint)
attacks only the symptoms	addresses causes
addresses only those who actively discriminate	addresses everyone
creates defensiveness and hostility	reduces defensiveness, can intrigue, excite, even fascinate
encourages the "compliance mentality" and minimal action	encourages positive investigation which is consistent with teachers' own goals as educators
redresses wrongs	opens opportunities
appeals to women's sense of outrage, to men's sense of altruism or guilt	appeals to everyone's sense of self-development
benefits mostly women	benefits men and women equally

Source: New Pioneers; Seminar Leader's Handbook, Amanda J. Smith, Director, et al. The North Carolina Program to Expand Sex Roles through Elementary and Secondary Education. Division of Equal Education, North Carolina Department of Public Instruction; Raleigh, North Carolina. August, 1978. Page 7.

Handout #2

SELF-EVALUATION FOR SEX-FAIR BEHAVIOR

		YES	NO
1.	Do you ask boys to do heavy work and to perform executive duties in the classroom, and girls to do light work and secretarial chores?	___	___
2.	Do you pity girls who are unable or unwilling to be fashionable?	___	___
3.	Do you call special attention to girls who are unable or unwilling to be athletic?	___	___
4.	Do you call special attention to boys who are athletic?	___	___
5.	Do you react negatively to boys who have long hair or wear earrings? --or do you react negatively to girls who wear slacks?	___	___
6.	Do you plan different activities or different adaptations of the same activity for boys and for girls?	___	___
7.	Do the lessons you use include more exciting role models for boys than for girls? Do they stereotype women as housewives, mothers, or workers in menial or supportive positions?	___	___
8.	Do you sometimes say, "Boys shouldn't hit girls," or "Ladies don't talk that way," or "Ladies before gentlemen"?	___	___
9.	Do you expect girls to be more verbal and artistic than boys, or boys to be more mathematical and scientific than girls?	___	___
10.	Do you feel it is more important to help boys sort out career options than to help girls do the same?	___	___

Source: Workshop in Providing Equal Career Opportunities, Donna Cubit-Swoyer. ERIC report ED 40 061. Curriculum Laboratory, Vocational-Technical Education Department, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey. June, 1977. Pages 32-33.

Handout #3

WHAT WOULD YOU DO?

What would you do in each of the following situations? Write it down.

1. You are married. Both you and your spouse have jobs. Your spouse has an offer of a good new job that would require relocation. You would have to quit your job. What would you do? WHY?

2. Some jobs have working conditions that are dirty, noisy, hot, or dangerous. You are an employer and a woman applies for one of these jobs. What would you do? WHY?

3. Jim indicates that he would like to become a cosmetologist. What would you say to Jim? WHY?

4. Two people are in competition for the job of superintendent of your school district. Both have equal competencies. One is a male and the other is female. How would you describe your preference? WHY?

5. Dorothy expresses her interest in taking the vocational education program in auto mechanics. What would you say to her? WHY?

Source: Reducing Career Barriers Resulting from Sex Role Stereotyping; A Self-Intervention Manual for School Personnel. Ohio Department of Education, Division of Guidance and Testing; 65 South Front Street, Columbus, Ohio 43215. Pages 26-27.